



DISTRICT PLAN FOR SHARED DECISION-MAKING

2022-2024

**for
2/7/2022 BOE Approval**

East Syracuse Minoa Central School District

The Community

The 72-square-mile suburban district has a resident population of more than 22,000 and encompasses the Villages of East Syracuse and Minoa. As part of Central New York's four-season region, the district is minutes from the City of Syracuse's downtown amenities.

The area boasts of more than 44 universities and colleges offering professional and cultural opportunities, including Syracuse University, SUNY ESF, Le Moyne College and Onondaga Community College. Recreation opportunities abound with more than 50 state and county parks and 40 golf courses.

A strong, supportive business presence with Bristol Myers-Squibb, CORE Federal Credit Union, Siemens and others provides numerous career opportunities. Culturally, the nationally renowned Everson Museum of Art is among the museums and galleries, as is the Museum of Science and Technology. The Syracuse Opera serves the area musically, while Syracuse Stage leads the list of theatrical offerings.

The Carrier Dome, home to Syracuse University athletics, is the only domed stadium in the Northeast featuring the nationally renowned college basketball team – The Syracuse Orange. The sports scene also includes the Minor League Baseball Triple-A Syracuse Mets and the American Hockey League's Syracuse Crunch.

About ESM

ESM supports the importance of early childhood education with a pre-kindergarten program serving ages 1-4 at Park Hill School and a full-day kindergarten program in each of its four elementary schools. Inquiry-based and project-based learning are essential elements in the delivery of the Curriculum.

Pine Grove Middle School is a collaborative learning community with a focus on transforming educational engagement and delivery as a model for 21st century learning. Pine Grove emulates preparing the *whole child* through the alignment of curriculum with the Common Core State Standards and the integration of STEM/*STEAM* principles in trans-disciplinary, project-based learning. Covey's *7 Habits of Highly Effective Teens* are an integral component of Pine Grove's youth development. Pine Grove Middle School was the recipient of the 2010 NYS ASCD Educating the Whole Child for the 21st Century Award and the 2011 ALA National School Library Program of the Year.

ESM is proud to be one of 11 schools in New York State designated as a comprehensive high school with a student-led credit union, courses for advanced placement and college credit and the integration of 21st century learning in preparedness for success with real-world application in learning and life. The East Syracuse Minoa Central School District is one of only 447 school districts in the nation honored by the College Board on its AP[®] Achievement List.

District Enrollment: The current enrollment is approximately **3508** students.

Building Enrollment (approximate):

- Park Hill School: Pre-K program for ages 1 through 4, enrollment of **277**
- East Syracuse Elementary School: Grades K-5, enrollment of **365**
- Fremont Elementary School: Grades K-5, enrollment of **328**
- Minoa Elementary School: Grades K-5, enrollment of **338**
- Woodland Elementary School: Grades K-5, enrollment of **291**
- Pine Grove Middle School: Grades 6-8, enrollment of **745**
- Central High School: Grades 9-12, enrollment of **1164**

Resident population: More than 22,000. This encompasses the Villages of East Syracuse and Minoa. ESM is located the Towns of DeWitt, Manlius, Sullivan and Cicero.

DISTRICT GOALS

Goal 1 – Increase student achievement through high expectations supported by consistent, comprehensive focus on teaching and learning.

Goal 2 – Increase student achievement by building capacity within the system to support and nurture a continuum of learning through the implementation of research-based practices.

Goal 3 – Increase student achievement by strengthening parent engagement and community partnerships to support learning.

Executive Summary

The District Planning Committee for Shared Decision-Making met on December 16, 2021 to review the current District Shared Decision-Making Plan for the period of March 3, 2018 to March 3, 2023 and to review the Proposed Plan for February 7, 2022 to February 8, 2024. The original plan, approved by the Board of Education in 1993, has been recertified as required by Regulations of the Commissioner of Education every two years. Given the extensive community, staff and parental engagement in the process of developing the District Strategic Plan, approved in June 2008, a major focus of the planning effort in 2012 was to align the Shared Decision-Making Plan with the district approved Strategic Plan. This continues to be the focus for the 2022-2024 Shared Decision-Making Plan, based on the approved District Strategic Plan for 2018-2023 and beyond.

The chart which follows summarizes the required components of Shared Decision-Making and how they have been and will be addressed by the District Strategic Plan for 2022-2024 and beyond.

ALIGNMENT OF DISTRICT SHARED DECISION-MAKING PLAN WITH DISTRICT STRATEGIC PLAN

DISTRICT SHARED DECISION-MAKING PLAN	DISTRICT STRATEGIC PLAN
1) The educational issues which will be subject to cooperative planning and shared decision-making at the building level by teachers, parents, administrators, and , at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members.	Focus Area Teams and School Improvement Teams (SITs), representative of all the required parties, address the five focus areas below: 1. Teaching and Learning 2. Technology for Teaching and Learning 3. Communication and Community Engagement 4. Employee Engagement and Professional Learning 5. Learning Environment Systems and Structures
2) The manner and extent of the expected involvement of all parties.	Focus Area Teams collaboratively implement Action Plans 2018-2023 School Improvement Teams (SITs) collaboratively develop and implement School Improvement Plans (SIPs) annually aligned with the Strategic Plan
3) The means and standards by which all parties shall evaluate improvement in student achievement.	Plan-Do-Study-Act Process (PDSA) conducted monthly Professional Learning Community (PLCs) monthly data driven meetings Implementation Team Bi-monthly reports BOE Reports Monthly SITS meet Monthly to assess progress and annually assess plan results
4) The means by which all parties will be held accountable for the decisions which they share in making.	District Strategic Plan has measurable outcomes for 2018 – 2023 Interim / Annual reports to Board of Education PDSA Reviews of School Improvement Plan (SIP) Goals
5) The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.	Focus Area Team Facilitators bring issues to Strategic Action Leadership Team meeting for resolution and direction. School Improvement Team members bring issues to the SIT.
6) The manner in which all State and Federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan.	Parents included in Focus Area Teams and Related Sub-Committees Parent engagement is one of three district goals. Strengthening parent engagement is a key initiative of District Strategic Plan. Parents are members of building School Improvement Teams (SITs)

DISTRICT STRATEGIC PLAN

In June, 2008, the East Syracuse Minoa Central School District Board of Education approved a five-year Strategic Plan. Approval followed extensive stakeholder involvement of community members, school personnel and parents/guardians with over 900 such individuals engaged in development and implementation. A Core Team was established at the beginning of the process in the fall of 2007. The Core Team was comprised of eight community members, eighteen school personnel including ten teachers, seven administrators, and eight parents/guardians. Six students were also members of the Core Team. A Key responsibility of the Core Team was to develop the District Vision Mission and Beliefs that would guide the development of the Strategic Plan. Provided below are the approved components of the Strategic Planning process arrived at through consensus of the Core Team.

Vision

The East Syracuse Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Mission

The East Syracuse Minoa Central School District will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Belief Statements

We believe that:

- Each individual has dignity and worth
- The capacity to learn for each individual is boundless
- Curiosity and exploration stimulate innovation and learning
- High expectations and challenging curriculum lead to greater achievement
- Effort and perseverance are essential to achieve one's personal best
- Positive relationships are fundamental to success and growth
- Collaboration within and among school, families and community partners is essential to meet the needs of each student
- Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth
- Education prepares students to become productive and responsible citizens who contribute to their communities
- Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.

Strategic Plan Focus Area Teams representative of the same stakeholders as the Core Team for the 2018-2023 District Strategic Plan were established in the areas of :

1. Teaching and Learning
2. Technology for Teaching and Learning
3. Communication and Community Engagement
4. Employee Engagement and Professional Learning
5. Learning Environment Systems and Structures

The Strategic Plan Focus Area Teams are continuing their collaborative work under the approved District Strategic Plan for 2013-2018 and will continue for the 2018-2023 Strategic Plan. The Strategic Action Leadership Team (SALT) meets monthly throughout the year to provide leadership for the Strategic Plan.

DISTRICT SHARED DECISION-MAKING ALIGNMENT WITH DISTRICT STRATEGIC PLAN

SECTION I – The educational issues which will be subject to cooperative planning and shared decision-making at the building level by teachers, parents, administrators, and, at the discretion of the Board of Education or BOCES, other parties such as students, school district support staff, and community members.

The three focus areas of the Strategic Plan contain the wide-range of educational issues subject to shared decision-making. Those areas include:

FOCUS AREAS

- 1. Teaching and Learning**
- 2. Technology for Teaching and Learning**
- 3. Communication and Community Engagement**
- 4. Employee Engagement and Professional Learning**
- 5. Learning Environment Systems and Structures**

The approved five-year Strategic Plan for 2018-2023 identifies Action Plans which were collaboratively developed and will be implemented district-wide in all buildings. In addition, each building has a School Improvement Plan (SIP) aligned annually by a School Improvement Team (SIT) composed of parents/guardians, faculty and administrators with research-based strategies which are aligned with the district Strategic Plan. Appendix A contains the approved District Strategic Plan for 2018-2023.

SECTION II – The manner and extent of the expected involvement of all parties.

As described above, the district Strategic Plan and building School Improvement Plans have been collaboratively developed and are being implemented through active engagement of the respective parties for shared decision-making. Action Plans were all developed through the associated collaboration of the respective parties. Focus Area Teams and School Improvement Teams are regularly engaged during each school year to implement, evaluate and redesign strategies in the Strategic Plan and School Improvement Plans. As the shared decision-making plan is also aligned with these plans, cohesive and collaborative efforts have been established to guide the ESM Community in pursuit of its Vision, Mission and Beliefs.

SECTION III – The means and standards by which all parties shall evaluate improvement in student achievement.

The District Strategic Plan and building School Improvement Plans have measurable outcomes, Action Plans and research-based strategies which are annually evaluated. Focus Area Teams report to the district

Implementation Team quarterly on the status of progress with the initiatives. School Improvement Team members meet monthly to assess progress and annually review progress with implementation.

Through these processes on-going evaluation is conducted by required shared decision-making parties.

SECTION IV – The means by which all parties will be held accountable for the decisions which they share in making.

As noted above, the District Strategic Plan and School Improvement Plans have been collaboratively developed and are being implemented by the respective parties for shared decision-making. The District Strategic Plan, Action Plans and the School Improvement Plan research-based strategies provide the comprehensive structure for accountability. Parties involved in the District Implementation Teams and Focus Area Teams are accountable to the Superintendent and Board of Education for progress with accountability targets. Likewise, parties involved in School Improvement plans are accountable for building and common district performance indicators. Appendix A includes the accountability targets. Monthly reports to the Board of Education include District Strategic Plan and School Improvement Plan accomplishments.

SECTION V – The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.

For Strategic Planning, Focus Area Team members bring issues to the District Strategic Action Leadership Team for consultation and resolution. School Improvement Team members or building staff bring issues to the School Improvement Team for consultation and resolution. Administrators work collaboratively with Focus Area Teams and School Improvement Teams to support the involved parties in resolving any issues which emerge.

SECTION VI – The manner in which all State and Federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan.

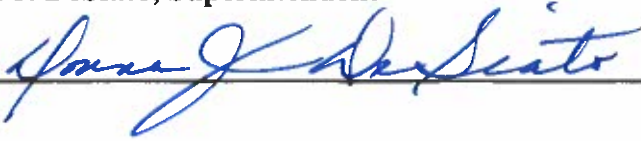
Parents/guardians are actively involved in the District Strategic Plan, Focus Area Teams and, also, School Improvement Teams at the building level. Membership of parents representative of the district's Title I schools and Special Education programs and services is a district priority for Strategic Plans and SITs. In addition, one of the three district goals is to: "Increase student achievement by strengthening parent engagement and community partnerships to support learning". The district has identified parental engagement as effective to the success of our students. The Focus Area Team for Building Capacity and Sustaining Relationships to Increase Student Learning and the School Improvement Teams address Federal and State requirements for parental involvement through planning, development and implementation phases of their responsibilities.

Certain State and Federal programs e.g. Title 1 and special education require parental involvement that exceeds the level of parental involvement described in this plan. In all cases where such required parental involvement is greater than that provided in the District Plan for Shared Decision-Making, that greater involvement shall be the minimum provided. Federal and State mandated parental involvement will continue as before in those areas covered by Federal and State Laws and regulations.

DISTRICT PLANNING COMMITTEE FOR SHARED DECISION-MAKING ENDORSEMENT
2022 – 2024

Dr. Donna J. DeSiato, Superintendent

X



Dr. Thomas B. Neveline, Deputy Superintendent

X



N. Shane Hacker, Executive Director of Curriculum, Learning and Assessment

X



Douglas Mohorter, Executive Director Employee Engagement and Accountability

X



Carolyn Scott, President, East Syracuse Minoa United Teachers

X



Michael Clonan, President, East Syracuse Minoa Administrators and Supervisors Association

X



Tricia Hargraves, Parent Representative

X



APPENDIX A

Strategic Plan 2018-2023



East Syracuse Minoa Central School District

Strategic Plan 2018-2023

Priorities 2018-2019

Approved by ESM Board of Education on June 26, 2018

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Who We Are

At East Syracuse Minoa Central School District, our purpose and aim are clear:

Our Vision

The East Syracuse Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Our Mission

The East Syracuse Minoa Central School District will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Our Beliefs

We believe that:

- Each individual has dignity and worth.
- The capacity to learn for each individual is boundless.
- Curiosity and exploration stimulate innovation and learning.
- High expectations and challenging curriculum lead to greater achievement.
- Effort and perseverance are essential to achieve one's personal best.
- Positive relationships are fundamental to success and growth.
- Collaboration within and among school, families and community partners is essential to meet the needs of each student.
- Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth.
- Education prepares students to become productive and responsible citizens who contribute to their communities.
- Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.

Challenging, Engaging Educational Opportunities

What makes ESM unique?

Some of our educational opportunities available today within ESM include the following:

Innovative, rigorous programs including an early college high school, Career Pathways, a broad range of academic programs, numerous Career and Technical Education/Technology programs on-site and in the community, a focus on STEM and STEAM, MakerSpaces, visual and performing arts at all levels, Project Lead the Way, 7 Habits for Highly Effective Teens and People and more

Locally educated, globally prepared students through 1-to-1 instructional technology program; partnerships with business and community organizations for support in classroom, career exploration and internships; partnerships with higher education for college credit courses while in high school; variety of foreign language choices; courses and curricula that focus on building students' communication, creativity, critical thinking and problem solving abilities, as well as students' awareness and understanding of other cultures and diversity

Well-rounded, supported students through services including preschool for ages 1 through 4, a full complement of organized sports and extracurricular activities including performing and visual arts, and academic and service clubs, district-wide transportation, leadership development, 7 Habits for Highly Effective Kids, Teens and Families, social emotional learning, and instructional support services

Successful post-high school transitions, including developing college and career aspirations and readiness, support for students meeting rigorous expectations for all, career-focused classes, collaboration with higher education, work-based learning, and service learning

Our Students, Our Schools

We support the importance of early childhood education with a pre-kindergarten program serving ages 1-4 at Park Hill School and a full-day kindergarten program in each of our four elementary schools: East Syracuse Elementary, Fremont Elementary, Minoa Elementary and Woodland Elementary. Our elementary schools include students in kindergarten through grades five. A strong foundation for our students is provided through the emphasis on Inquiry-based academic learning, leadership development, engineering design process, curriculum that is enhanced through visual and performing arts, and community service.

Pine Grove Middle School is a collaborative learning community with a focus on transforming educational engagement and delivery. A focus on content literacy, the integration of STEM/STEAM principles in trans-disciplinary, project-based learning, and leadership development are integral components of Pine Grove's youth development.

At Central High School we are proud to provide all students a comprehensive education that focuses on experiential learning, including career pathways, certified Career and Technical Education programs, a student-led credit union, courses for college credit, research and capstone courses. Students have the opportunity through Spartan Academy to obtain an associates degree of science in a STEM field from Onondaga Community College while simultaneously receiving a Regents diploma.

We collaborate with numerous business and community partners to provide extended learning experiences in order to meet the diverse learning needs of our students.

We are a school district who honors diversity in our students and families, acknowledging that our students reflect the dynamic, global world for which we are preparing them. We serve approximately 3500 students from pre-kindergarten through graduation.

Our Community

We are a suburban school district in Onondaga County, minutes from the downtown amenities in the City of Syracuse. Our district includes 72 square miles and is a blend of urban, suburban and rural with a wide range of socio-economic groups. Our community is also a thriving business and residential community. We are part of a region that boasts of more than 44 universities and colleges offering professional and cultural opportunities, including Syracuse University, SUNY Environmental Science and Forestry, Le Moyne College and Onondaga Community College. Recreation opportunities abound with State Parks and historic sites that include glacially carved lakes, lush forested valleys, waterfalls, segments of the Erie Canal, 19th century estates, and more.

A strong, supportive business presence with Bristol Myers-Squibb, CORE Federal Credit Union, King & King Architects, Siemens and others provides numerous career opportunities, as well as opportunities for partnerships to maximize student learning. There are many opportunities for cultural experiences at the nationally renowned Everson Museum of Art, the Museum of Science and Technology (MOST) with its IMAX theater, the historic Landmark Theatre, the Lakeview Amphitheater, and others. There are many family-friendly events and activities to enjoy the seasons, including the Rosamond Gifford Zoo and the Great New York State Fair, as well as nearby farmers' markets, apple picking, skiing, ice skating and numerous cultural festivals.

The Carrier Dome, home to Syracuse University athletics, is the only domed stadium in the Northeast featuring the nationally renowned college basketball team - the Syracuse Orange! The sports scene also includes the Minor League Baseball Triple-A Syracuse Chiefs, the American Hockey League Syracuse Crunch, and the Syracuse Silver Knights, who play in the Major Arena Soccer League.

The Planning Process

Between September 2017 and May 2018, ESM engaged in a community-wide strategic planning process to build on the two prior five-year plans and to shape our direction for 2018-2023.

The goals of this long-term planning process have been to:

- Engage our students, staff and community in purposeful dialogue about where we are, how our world is changing, and our next steps to help our students be prepared to excel in their future
- Align our school system and our community in a unified direction
- Help all staff members understand that their work is essential to meeting our District vision for all of our students
- Identify specific measures of how success is measured at ESM
- Identify specific strategies and actions to reach our goals
- Communicate this important work to our community

Our Strategic Planning process exemplifies our beliefs: that our students' learning, dignity, confidence and resilience are our most important priority; and that it takes a collaborative community to accomplish this with our students.

To achieve our goals, this planning process involved a series of Community Cafes with ESM's diverse stakeholders, including more than 300 students in grades 3-12, teachers, leaders, parents/guardians, alumni, community partners and Board members. In order to reach as many stakeholders as possible, a series of surveys were sent to various groups. More than 325 parents in our community responded to our parent survey; approximately 200 teachers, teaching assistants and administrators responded to our instructional staff survey, and more than 60 non-instructional staff, including clerical, bus drivers, custodians and others responded to our non-instructional staff survey. In addition, over 70 of our business and community partners provided feedback in our School to College and Career Advisory Group. Student achievement data and instructional practices were analyzed to determine current strengths and potential areas for next priorities. Throughout the process was a continual shared learning experience about global trends, professional needs, and best practices to meet the changing student and family needs in our community. Our reflections and planning emphasized building on our past with an unrelenting focus on continual improvement to better meet the needs of our students.

Building on our Strong Foundation

Our strategic plan is our district's commitment to our students. It is our commitment to achieve specific results on behalf of our students. It intentionally recognizes and builds on our past accomplishments, while continually looking to the future to achieve our vision of being "an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected changing world". Our priorities and actions are identified by our community through significant shared decision-making.

Our 2018-2023 Strategic Plan intentionally builds on a strong foundation.

Our community originally came together in 2007-2008 to collaboratively create our 2008-2013 Strategic Plan. **The first Strategic Plan for 2008-2013 established a clear vision for our staff, students and community and set a strong foundation for learning.** It established a culture where we collaboratively study and learn from experts and each other, with a willingness to take risks to innovate to better meet the needs of our students. We adopted and implemented a consistent framework for our instruction with the Thoughtful Classroom Teacher Effectiveness Framework and a consistent framework for our leadership with the Thoughtful Classroom Principal Effectiveness Framework. It launched us on a professional journey of transformational change that focused our thinking and efforts, and set us on a course with an exponential increase in student and staff successes.

Our second Strategic Plan, 2013-2018, created many innovative learning models and programs. We developed a deeper focus on inquiry-based and trans-disciplinary learning through authentic problem-solving learning experiences. Our schools developed innovative STEM (science, technology, engineering and math) curricula and programs for PK-12. We infused technology to create learning opportunities for our students that wouldn't be possible without this technology integration. We continued developing strong innovative partnerships with our community, locally and nationally. We created and implemented Career Pathways and increased the college-level courses available to our high school students. We launched our Spartan Academy, which allows our high school students to obtain 24-60 college credits while striving for an Associates Degree in a STEM area at the same time they receive their Regents high school diploma. Many of our CTE (career and technical education) programs received New York State certification. We rebuilt our middle school into an innovative award-winning learning space to match our learning model for grades 6-8. We celebrated numerous recognitions of our students, staff and district and shared our innovations with educators from our region, state, country and world. The synergy of our students, staff and community continue to open new opportunities for learning for our students.

Our third Strategic Plan 2018-2023, focuses on coherence and alignment, while looking to the future of continued academic achievement in a global rapidly changing world, while consistently focusing on developing the whole child to prepare all students for lifelong success.

Our Framework for Success: Turning Good Intentions into Strong Results

Our ESM Strategic Plan is our framework for success. Success does not happen by chance. Consistent focus on a number of critical factors build a common vision and sustain trust and commitment with our community, including the deep implementation of Stephen R. Covey's 7 Habits of Highly Effective People (Covey, 2004) and The 8th Habit (Covey, 2005). These habits provide structure for putting our beliefs into actions.

Habit 1: Be Proactive

- Involving our students, staff and community in the planning, implementation and monitoring of our priorities in the ESM Strategic Plan
- Staying focused on our "Circle of Influence", which are our concerns that we can influence; help create positive behavior patterns

Habit 2: Begin with the End in Mind

- Having an unrelenting focus on what is best for our students - now and in their future
- Consistently communicating our ESM vision, mission and beliefs
- Continually reflecting on and evaluating existing programs, and our team and individual actions, and next steps for improvement based upon our ESM vision, mission, beliefs, and priorities within the ESM Strategic Plan;

Habit 3: Put First Things First

- Aligning school improvement plans & department improvement plans to the ESM Strategic Plan
- Aligning all of our decisions and actions with our mission, vision and beliefs
- Aligning the budget to the ESM Strategic Plan
- Intentionally articulating what is most important

Habit 4: Think Win-Win

- Seeking mutually beneficial relationships by valuing and respecting others' ideas
- Approaching all partnerships with students, parents, families, staff and our community with mutual respect to meet common goals

Habit 5: Seek First to Understand, then to be Understood

- Communicating with each other to align decisions and actions with mission, vision and beliefs
- Developing and sustaining collaborative partnerships with families and community-based partners
- Expanding and strengthening collaborative partnerships with higher education institutions and employers to extend learning opportunities for our students and build capacity for our employees

Habit 6: Synergize

- Through combining strengths of our students, staff and community, positive teamwork and collaboration, greater results are achieved than we could have achieved independently
- Deep implementation of Professional Learning Communities helps us achieve more than any of us can do individually.

Habit 7: Sharpen the Saw

- Celebrating our successes, balancing and renewing our resources, and focusing on service

Habit 8: Find your Voice and Inspire Others to Find Theirs

- Emphasizing students' voices, aspirations, and ideas in continually shaping our ESM Strategic Plan and guiding reflections
- Empowering parents/caregivers and family members to embrace partnership and continuous learning as a priority

Our 2018-2023 Strategic Plan emphasizes the consistent focus and deep implementation of our ESM mission, vision and beliefs. Through continual focus on developing our dispositions and skills within our staff and our students, we continually strive toward our mission, vision and beliefs being a reality for all at ESM.

How we Measure our Results

We continue our commitment to develop innovative learning models that emphasize high academic rigor and application through "project-based," "problem-based," or "challenge-based" learning. This kind of learning requires students to apply their thinking and knowledge to solve problems, in many cases, problems they have never encountered previously. It also requires a high level of collaboration, communication and interpersonal skills.

This rigorous application of thinking skills and knowledge to new situations and problems requires innovative measures for student learning other than the traditional, paper-pencil tests and standardized accountability measures. While we recognize the need to comply with traditional measures, we continue our commitment to researching performance-based models and have collaborated with partners of the national STEM Learning Ecosystems in the development of assessment tools and strategies that shapes our instruction and provides feedback to our students. We support measuring student learning in multiple ways aligned with our mission, vision and beliefs. We also support measuring our progress and results of our Strategic Plan in multiple, innovative measures. The partial list below is evidence of our continual progress.

We are pleased to share a sampling of our many achievements, honors and recognitions:

- Graduation rate increased to 92% in 2017
- Advanced Regents diplomas increased to 47% in 2017
- One of 447 districts in the U.S. and Canada on the AP (Advanced Placement) District Honor roll 2017
- Approximately 1/3 of students taking college level courses in high school
- Significant number of students recognized as student leaders by regional, state and national leaders and organizations
- Recognized at White House as one of first 27 STEM Learning Ecosystems in the country
- Designated as Best Community for Music Education for 5th year in a row, among 583 districts nationally
- Marching Band crowned New York State champions 2017, two times in the previous three years
- Large number of scholar athletes celebrated annually
- Numerous teachers recognized as New York State Master teachers in STEM
- Many teachers recognized as teacher of the year by regional, state and national organizations
- National Scholastic art award winners and numerous CNY Scholastic Art award winners
- SkillsUSA award winners in Career and Technical Education
- Recipient of Titanium Safety Excellence award by Utica National for 9th year
- School budget passing rate of 80%+ annually by community

To chart our progress, we have identified key measures for each the our priority areas in our 2018-2023 Strategic Plan. These indicators are our measures of progress toward meeting our desired outcomes.

Dispositions and Skills for a Successful Present and Future

At ESM, we recognize the critically important connection of building the internal thinking habits of our students and staff with skill development that empowers all for success today and tomorrow.

Dispositions are our attributes or voluntary habits of thinking, which are reflected in our actions. Our positive dispositions yield strong internal motivation. While education typically focuses on building our students' knowledge, research reflects the power of teaching and reinforcing students' positive dispositions, which then align with students' skills and consequently their actions and choices. The research and work of Art Costa and Bena Kallick in Habits of Mind explains that these habits of thinking help us know how to behave intelligently when we don't know the answer.

Identifying dispositions as critically important for our students comes from our long-term alignment with Stephen Covey's *7 Habits of Highly Effective People*. Stephen Covey's work connects our dispositions with the way we see our world, which then impacts what we do, which in turn shapes our results.

We focus on building the positive dispositions of our students and staff through multiple practices at ESM, including the teaching of *7 Habits of Happy Kids*, the *7 Habits of Highly Effective Teens*, and the *7 Habits of Highly Effective People*. Our curriculum at ESM includes targeted Habits of Mind in our instructional units that are framed with the Thoughtful Classroom instructional framework. Our instructional and leadership staff all use Harvey Silver's *Thoughtful Classroom* framework and resources. Through the Positivity Project, Responsive Classroom, PBIS, and Richard and Becky Dufour's *Professional Learning Communities*, we prioritize our teaching, reinforcing and celebrating of positive dispositions in our students and staff.

Dispositions

The internal motivation to:

Be brave and take responsible risks	Be open-minded and flexible in thinking
Think interdependently with clear communication	Listen with understanding and empathy
Create, innovate, imagine	Desire continual learning
Be curious and question	Persist and persevere
Find humor	Manage choices and impulsivity
Be grateful and respond with wonderment and appreciation	Understand and manage personal relationships
Desire integrity and honesty	Think about thinking

Skills for success in school and careers are viewed as essential for our students and staff to be successful in this rapidly changing world. The skills our students need for their futures is changing as our world experiences rapid change with advanced robotics, artificial intelligence, biotechnology and more. High paying jobs used to be based on a person's level of knowledge, but leaders such as the World Economic Forum, the International Center for Leadership in Education, and numerous employer groups have revised this trend based on world changes. These groups currently identify the top skills needed by our students as the following:

- **Complex problem solving skills:** acquires and analyzes necessary critical information with accuracy, translates into manageable tasks, works with others to apply to new situations
- **Critical thinking:** use logic and variety of reasoning strategies
- **Creativity:** creating original thoughts
- **People Leadership and Management:** inspire and motivate others toward common vision, develop skills of others, self-management
- **Coordinating with others:** collaborate, adjust in relation to others and be sensitive to needs of others
- **Emotional Intelligence:** being aware of others' reactions and needs; and aware of consequences of personal choices on others
- **Judgment and Decision Making:** Use data to make intelligence decisions; knowing how to get acceptance and commitment from others; provide feedback and recommendations to others
- **Service Orientation:** responsible citizen, actively seeking ways to help others, our community and our world
- **Negotiation:** resolving differences between you and others without argument
- **Cognitive flexibility:** involves thinking flexibly, logically and with sensitivity to adapt how you communicate based on who you're talking to or your audience

**Sow a thought, reap an action;
Sow an action, reap a habit;
Sow a habit, reap a character;
Sow a character, reap a destiny.**

-Samuel Smiles

A Strong Structure to Reach our Goals

As a result of our extensive community work and strategic planning process, five areas emerged as priorities for 2018-2023:

1. Teaching and Learning

We will improve academic outcomes for all students and ensure student engagement and achievement by strengthening our documented curriculum, instructional strategies, assessment and grading practices in the district. Our goal is to ensure all students reach our ESM vision through instruction shaped by our guaranteed and viable curriculum that is vertically and horizontally aligned. This enables teachers to provide consistent rigorous learning goals for all students and enables students to set, monitor and reflect on personal learning goals aligned with priorities. We strive to improve our system so all instructional staff implement highly effective teaching practices to maximize student learning, the learning of our students is measured in multiple ways, and students are provided meaningful feedback to improve their dispositions, skills and content knowledge. Our guiding questions are based on DuFour's *Professional Learning Communities* framework, which is deeply embedded at ESM:

Priority areas:

- **What should all students know and do as a result of this course?**
 - Curriculum development, articulation, documentation, reflection and planning aligned with current learning standards and ESM dispositions and skills
- **What are the most effective instructional strategies and structures to support all students to reach these learning outcomes? How will we respond if students have already achieved these learning outcomes? How will we respond if they haven't learned the priorities in this course?**
 - Continued deep implementation of Thoughtful Classroom Framework as our instructional framework, with a focus on the Core Six instructional strategies (Silver, Dewing, Perini, 2012); and the Thoughtful Classroom Framework as our leadership framework;
 - Instruction to meet various student needs, including students with disabilities, students learning English, students needing extensions in their learning, students from poverty and students needing social emotional supports;
 - Expand implementation of Multi-tiered System of Support;
- **How will we know they have learned the priorities in this course?**
 - Formative Assessment, Targeted Feedback, Grading

2. Technology for Teaching and Learning

We will improve academic outcomes for all students and increase student engagement and achievement by implementing the ESM student technology standards into innovative learning models. Integrating technology for teaching and learning allows us to infuse classrooms with digital learning tools, such as computers and hand held devices; expands our course offerings, experiences, and learning materials and supports

learning 24 hours a day, 7 days a week. Through using the SAMR model (substitution, augmentation, modification and redefinition, by Dr. Ruben Puentedura), instructional is designed to increase student engagement and motivation and accelerate learning. Teaching is transformed in a new model of connected teaching in ways that can only be achieved through integrating technology.

Priority areas:

- ***How will we integrate technology to transform teaching and learning?***
 - Technology learning standards for students

3. Communication and Community Engagement

We will improve academic outcomes for all students and ensure student engagement and achievement by enhancing communication with families related to curriculum, learning and safety through the use of common platforms to provide increased opportunities for engaging with their child's education as partners in learning. Additionally, we will seek out new partnerships and enhance current partnerships with community members, businesses and organizations to enhance student learning. Thoughtful, intentional communication with families is critically important for families to understand what their children are learning in order to increase communication with their child and support student learning. Family engagement in schools improves student achievement and outcomes. Parents who can support their children's learning result in higher achievement.

Priority areas:

- ***How will we engage our families and community as partners in learning to increase student learning?***
 - Parent/Guardian Communication of learning, student goal setting and progress
 - Partnerships for Learning with families, higher education, local and national business and organizations

4. Employee Engagement and Professional Development

We will improve academic outcomes for all students and ensure student engagement and achievement by ensuring all instructional staff participate in research-based professional development aligned with our Strategic Plan priorities and receive support to effectively implement these practices. This prioritizes professional development to increase our content knowledge and our effective use of current instructional strategies to meet the learning needs of all students. In addition, we will improve our academic system by ensuring all non-instructional staff participate in professional development to continually improve our practices that support our learning system for our students.

Priority areas:

- ***How will we provide professional development aligned with standards to all employees to continually improve our practices?***
 - Professional development standards addressed in all professional learning opportunities
 - Professional learning for instructional staff, including employee communication
 - Professional learning for non-instructional staff, including employee communication

- Recruitment, hiring and retention of instructional and non-instructional staff

5. Learning Environment Systems and Structures

We will improve academic outcomes for all students and ensure student engagement and achievement by providing a safe, welcoming environment that helps our students and families feel safe, valued and included in a fiscally sound district with efficient systems. Our systems and processes that support our learning environment must be coherent and aligned to our vision, mission and beliefs. Our aim is to integrate all components and processes within our district so that those engaged anywhere in the system experience an alignment of vision, communication and practice to meet our expectations for student learning.

Priority areas:

- ***How will we enhance our systems and structures to support student learning?***
 - Non-instructional departments in Strategic Plan
 - District-wide customer-service model
 - Building maintenance and renewal, including Elementary Objective
 - Technology infrastructure and replacement
 - Integrate Plan-Do-Study-Act cycles into non-instructional departments

Our Annual Process for Continual Improvement

Month	Activities
July	Leadership Institute of Administrative staff; Following Leadership Institute, School Improvement Teams complete summary of key actions taken in accomplishment of previous school year's goals and develop School Improvement Plan PDSAs aligned with Strategic Plan priorities for upcoming school year
August	District Strategic Action Leadership Team analyzes progress and alignment of School Improvement Plan PDSAs; Schedule of each building's School Improvement Plan presentation to the Board of Education will be completed and communicated; all presentations will demonstrate implementation of Strategic Plan priorities
September	School Improvement Teams present School Improvement Plans to building staff; PDSA cycles continue
October	1st PDSA cycle for buildings and district end by second Friday of October, including School Improvement Teams reflection on 1st PDSA cycle and creation of 90 day action plan for 2nd cycle; begin implementation of 2nd PDSA cycle
November	PDSA cycles continue; "Big Picture" Leadership team analyzes current performance
December	PDSA cycles continue
January	2nd PDSA cycle for buildings and district end second Friday of January, including School Improvement Teams reflection on 2nd PDSA cycle and creation of 90 day action plan for 3rd cycle; begin implementation of 3rd PDSA cycle
February	PDSA cycles continue, "Big Picture" Leadership team analyze current performance
March	PDSA cycles continue
April	3rd PDSA cycle for buildings and district ends second Friday of April, including School Improvement Teams reflection on 3rd PDSA cycle and creation of 90 day action plan for 4th cycle; begin implementation of 4th PDSA cycles; Administer parent and staff surveys to measure progress
May	All day retreat for Strategic Action Leadership Team to analyze annual progress, establish highlights to share, plan for subsequent year; PDSA cycles continue
June	Strategic Plan Update with Board of Education, including reflection on current year's progress and highlights of following year's next steps; 6/30 end of 4th PDSA cycle for buildings and district

Our Leadership

Approved by ESM Board of Education on June 26, 2018:

Board of Education

Mrs. Debbie Kolod - President
Mr. D. Paul Waltz - Vice President
Mrs. Lori Aird
Mrs. Susan Cain
Mrs. Leah Cushing
Mrs. Kay Gallery
Mrs. Dee Seaman
Ms. Amalia Skandalis
Mrs. Nadine Zesky

Executive Cabinet

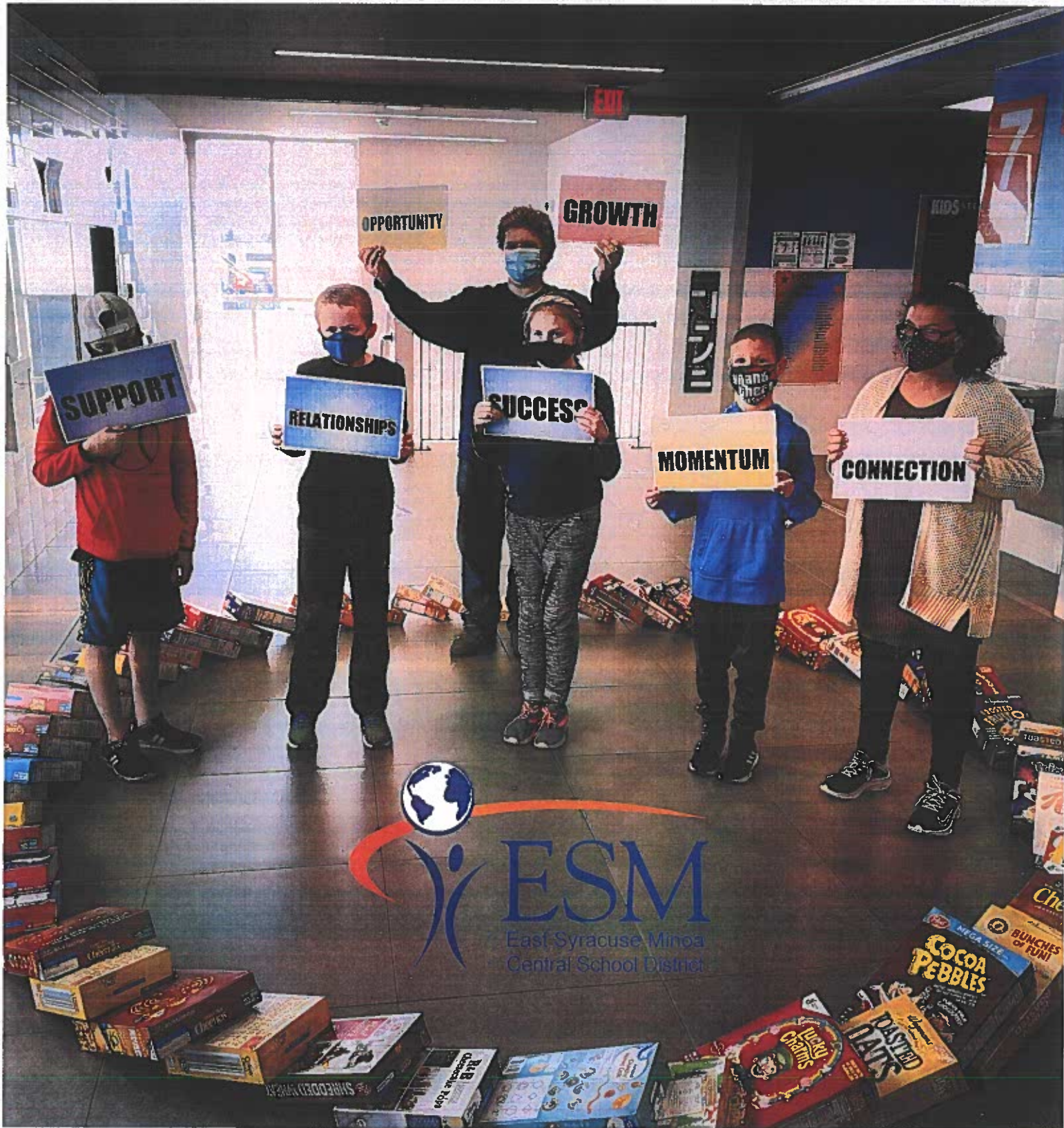
Dr. Donna J. DeSiato, Superintendent
Dr. Thomas B. Neveline, Deputy Superintendent
Kathryn Southwell, Executive Director of Curriculum, Learning and Assessment
Rebecca Streib, Executive Director of Employee Engagement and Accountability
Kieran O'Connor, Executive Director of Planning, Development and Technology
Sheila Kresse, Executive Director of School Business Administration

Strategic Action Leadership Team

Dr. Donna DeStato, Superintendent
Kathy Southwell, Executive Director of Curriculum, Learning and Assessment
Kieran O'Connor, Executive Director of Planning, Development and Technology
Michele Gipe, Director of Teaching and Learning
Randi Ludwig, Coordinator for College and Career
Cheryl West, Coordinator for Youth Development
Meghan Thomas, Coordinator for Special Education Services
Christa Andrus, Instructional Specialist for Math and STEM
Greg Avellino, Principal, Central High School
Naomi Trivison, Assistant Principal, Central High School
Jenn Kirchoff, Teacher, Central High School
Adam Shatraw, Teacher, Central High School
Doug Mohorter, Principal, Pine Grove Middle School
Ashleigh Wilson, Assistant Principal, Pine Grove Middle School
Kristin Enright, Assistant Principal, Pine Grove Middle School
Theresa Hunter, Teacher, Pine Grove Middle School
Ron Perry, Principal, East Syracuse Elementary School
Beth Crump, Teacher, East Syracuse Elementary School
Alyssa Moskowitz, Teacher, East Syracuse Elementary School
Shane Hacker, Principal, Fremont Elementary School
Amy Fiedler-Horack, Principal, Minoa Elementary School
Kelly Recore, Teacher, Minoa Elementary School
Shadia Nesheiwat, Teacher, Minoa Elementary School
Gina Terzini, Principal, Woodland Elementary School
Christy Fahey, Teacher, Woodland Elementary School
Pam Buddendeck, Principal, Park Hill Preschool

As well as many other students and staff that support the success of our ESM community

STRATEGIC PLAN 2018-2023



PRIORITIES 2021-2022



WHO WE ARE

At East Syracuse Minoa Central School District, our purpose and aim are clear:

Our Vision

The East Syracuse Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Our Mission

The East Syracuse Minoa Central School District will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Our Beliefs

We believe that:

- ◆ Each individual has dignity and worth.
- ◆ The capacity to learn for each individual is boundless.
- ◆ Curiosity and exploration stimulate innovation and learning.
- ◆ High expectations and challenging curriculum lead to greater achievement.
- ◆ Effort and perseverance are essential to achieve one's personal best.
- ◆ Positive relationships are fundamental to success and growth.
- ◆ Collaboration within and among school, families and community partners is essential to meet the needs of each student.
- ◆ Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth.
- ◆ Education prepares students to become productive and responsible citizens who contribute to their communities.
- ◆ Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.

OUR COMMUNITY

We are a suburban school district in Onondaga County, minutes from the downtown amenities in the City of Syracuse. Our district includes 72 square miles and is a blend of urban, suburban and rural with a wide range of socio-economic groups. We are part of a region that boasts of more than 44 universities and colleges offering professional and cultural opportunities, including Syracuse University, SUNY Environmental Science and Forestry, Le Moyne College and Onondaga Community College.

A strong, supportive business presence with Bristol Myers-Squibb, CORE Federal Credit Union, King & King Architects, Siemens and others provides numerous career opportunities, as well as opportunities for partnerships to maximize student learning. There are many opportunities for cultural experiences at the nationally renowned Everson Museum of Art, the Museum of Science and Technology (MOST) with its IMAX theater, the historic Landmark Theatre, the Lakeview Amphitheater, and others.

OUR FRAMEWORK FOR SUCCESS: TURNING GOOD INTENTIONS INTO STRONG RESULTS

Our ESM Strategic Plan is our framework for success. Success does not happen by chance. Consistent focus on a number of critical factors builds a common vision and sustains trust and commitment with our community, including the deep implementation of Stephen R. Covey's 7 Habits of Highly Effective People (Covey, 2004) and The 8th Habit (Covey, 2005). These habits provide structure for putting our beliefs into actions, which in turn shapes our results.

We focus on building the positive dispositions of our students and staff through multiple practices at ESM, including the teaching of 7 Habits of Happy Kids, the 7 Habits of Highly Effective Teens, and the 7 Habits of Highly Effective People. Our curriculum at ESM includes targeted Habits of Mind in our instructional units that are framed with the Thoughtful Classroom instructional framework. Our instructional and leadership staff all use Harvey Silver's Thoughtful Classroom framework and resources. Through the Positivity Project, Responsive Classroom, PBIS, Richard and Becky DuFour's Professional Learning Communities and CASEL Competencies, we prioritize our teaching, reinforcing and celebrating the positive dispositions in our students and staff.

Habit 1: Be Proactive

- ◆ Involving our students, staff and community in the planning, implementation and monitoring of our priorities in the ESM Strategic Plan
- ◆ Staying focused on our "Circle of Influence," which are those things that we can influence
- ◆ Modeling and teaching positive behavior

Habit 2: Begin with the End in Mind

- ◆ Having an unrelenting focus on what is best for our students - now and in their future
- ◆ Consistently communicating, building and maintaining our ESM vision, mission and beliefs
- ◆ Continually reflecting on and evaluating existing programs, our team and individual actions, and next steps for improvement based upon our ESM vision, mission, beliefs, and priorities within the ESM Strategic Plan

Habit 3: Put First Things First

- ◆ Aligning school and department improvement plans and personal growth plans to the ESM Strategic Plan
- ◆ Aligning all of our decisions and actions with our mission, vision and beliefs
- ◆ Aligning the budget to the ESM Strategic Plan
- ◆ Intentional focus on learning, creative thinking and relationship building

Habit 4: Think Win-Win

- ◆ Seeking mutually beneficial relationships by valuing and respecting others' ideas
- ◆ Approaching all partnerships with students, parents, families, staff and our community with mutual respect to meet common goals

Habit 5: Seek First to Understand, then to be Understood

- ◆ Communicating with each other to align decisions and actions with mission, vision and beliefs
- ◆ Developing and sustaining collaborative partnerships with families and community-based partners
- ◆ Expanding and strengthening collaborative partnerships with higher education institutions and employers to extend learning opportunities for our students and build capacity for our employees

Habit 6: Synergize

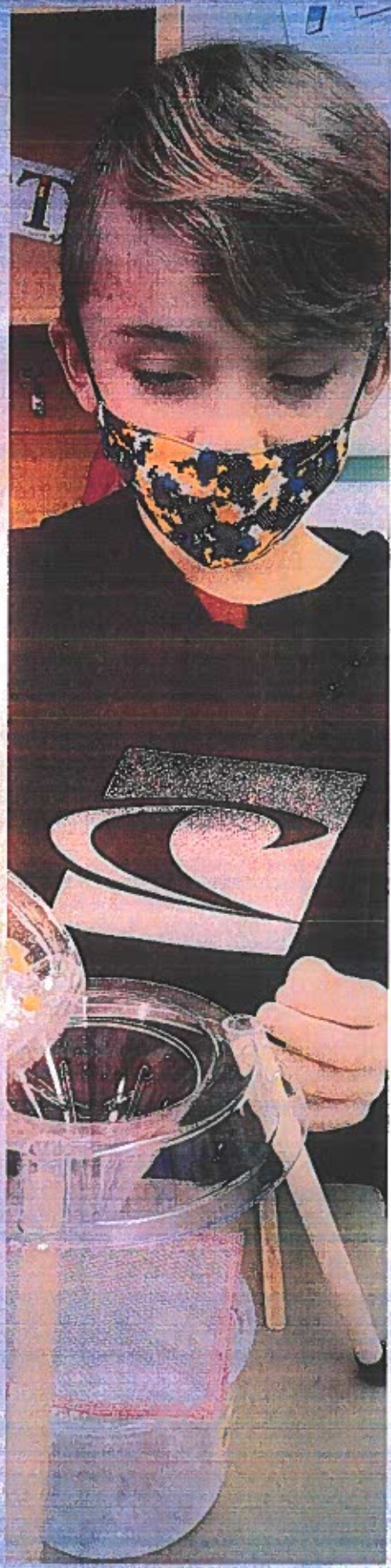
- ◆ Through combining strengths of our students, staff and community, positive teamwork and collaboration, greater results are achieved than we could have achieved independently
- ◆ Deep and consistent implementation of Professional Learning Communities helps us achieve more than any of us can do individually.

Habit 7: Sharpen the Saw

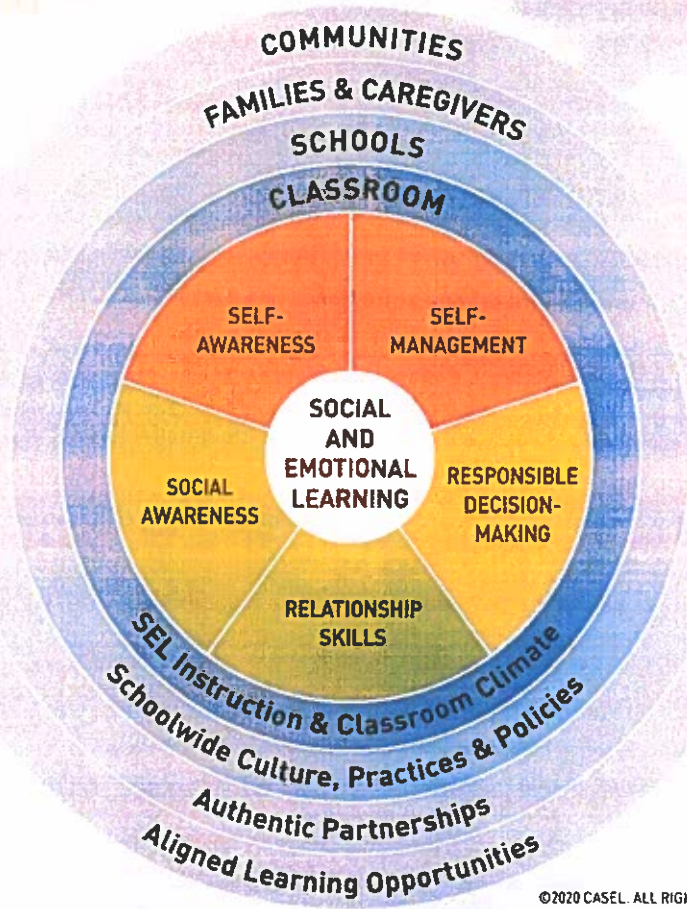
- ◆ Celebrating our successes, balancing and renewing our resources, and focusing on service

Habit 8: Find your Voice and Inspire Others to Find Theirs

- ◆ Emphasizing students' voices, aspirations, and ideas in continually shaping our ESM Strategic Plan and guiding reflections
- ◆ Empowering parents/caregivers and family members to embrace partnership and continuous learning as a priority



Social and emotional learning is key to the educational process and human development and advances equity for students. Multiple decades of research indicates that an education rich in social emotional learning (SEL) gets results and leads to increased academic outcomes, up to 11 percentile points. The benefits and impact of social emotional learning and programming can positively impact academics, conduct, emotional distress, poverty, substance abuse, and overall lifetime outcomes.



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At ESM, we believe it is critically important to include the SEL competencies as a framework around which we align practices and policies for all. These competencies identify what students from PK-12 should be able to do for success in school, the community, and in careers. Well-designed, evidence-based programs and practices are foundational to the successful implementation of SEL. We believe it is most beneficial to “integrate SEL throughout the school’s academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations.”

Taken from <https://casel.org/sel-framework/>

CASEL's (Collaborative for Academic and Social Emotional Learning) SEL framework "fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students' learning and development" (CASEL, 2020).

- ◆ **Self-awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

Examples: Identity, Integrity, Emotional Intelligence

- ◆ **Self-management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations

Examples: Self-Care, Self Advocacy, Time Management

- ◆ **Social awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts

Examples: Empathy, Compassion, Gratitude

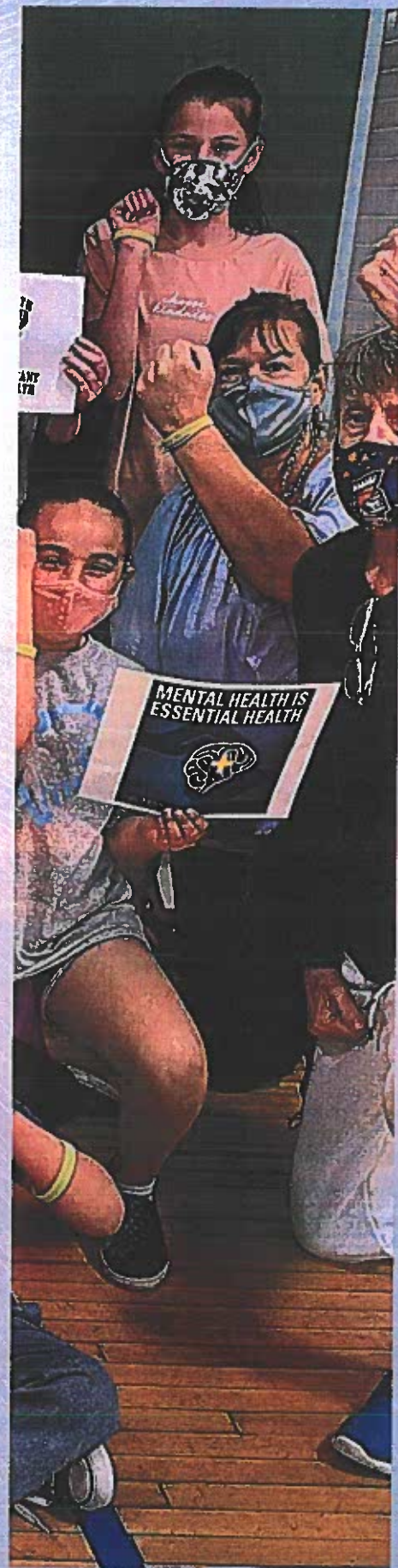
- ◆ **Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups

Examples: Interpersonal skills, Communication skills (including digital communication)

- ◆ **Responsible decision-making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations

Examples: Open-minded, Curious, Solution-focused, Reasoned judgment, Critical thinking, Self-Reflection

For additional detail: <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>



FOCUS AREA 1 TEACHING AND LEARNING

We will improve academic outcomes for all students and ensure student engagement and achievement by strengthening our documented Tier 1 curriculum, implementing evidence-based instructional strategies at all tiers, and aligning assessment and grading practices to essential learning standards and skills. Our goal is to ensure all students reach our ESM vision through instruction shaped by our guaranteed and viable curriculum that is vertically and horizontally aligned. This enables teachers to provide consistent rigorous learning goals for all students and enables students to set, monitor and reflect on personal learning goals aligned with priorities. We strive to improve our system so all instructional staff implement highly effective teaching practices to maximize student learning. Student learning is measured in multiple ways, and students are provided meaningful feedback to improve their learning and content knowledge. Through the work of Professional Learning Communities, collaborative teams work collectively to ensure high levels of learning for all students through a multi-tiered system of support (MTSS), that focuses on high levels of academic and social-emotional learning.

GOAL

All ESM students will be supported through a multi-tiered system of supports that focuses on high levels of academic, social-emotional, and grade-level appropriate learning, that is culturally responsive and inclusive of all members of the learning community.

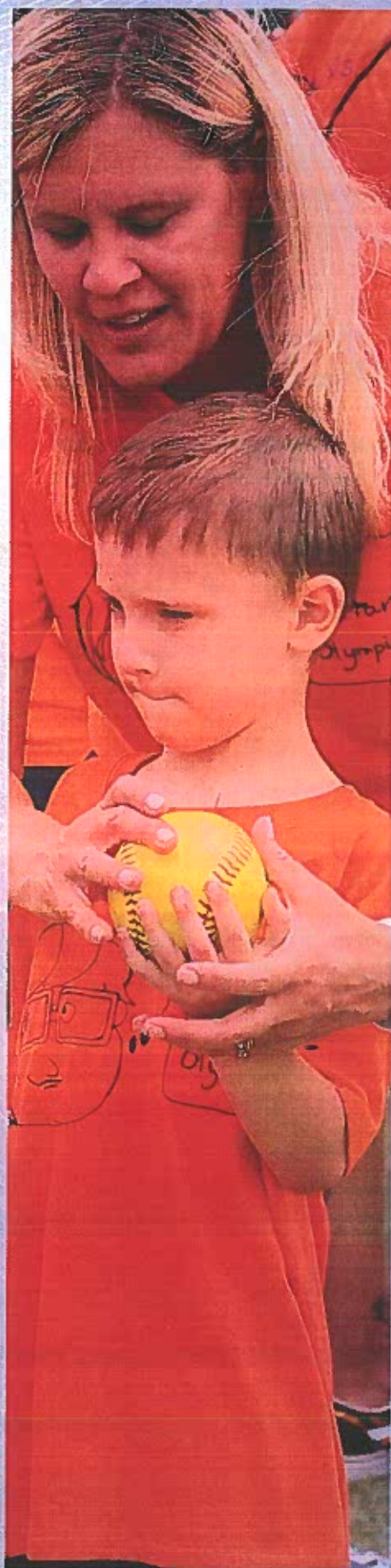
PRIORITIES

- ◆ Evidence based Social-Emotional Learning (SEL) programming in place at all grade levels.
- ◆ Accelerated learning through a multi-tiered system of supports (MTSS), with continued focus on Tier 1 curriculum, and a renewed focus on Tiers 2 and 3
- ◆ Culturally Responsive Pedagogy and Practices
- ◆ Professional Learning Communities will engage in data-driven discussions to target student learning across all content areas, including the use of academic and social emotional learning data, that focus on high levels of learning for ALL students



ACTION STEPS FOR 2021-2022

- ◆ Embed Social Emotional Learning assessment tools to align necessary supports
- ◆ Incorporate CASEL competencies into all classrooms
- ◆ Prioritize and unpack essential learning standards focusing on acceleration and grade-level access, with appropriate scaffolds for all students
- ◆ Increase awareness and implementation of culturally responsive practices and pedagogy to ensure equitable access for all students
- ◆ Strengthen Professional Learning Communities, through regular collaborative reviews of data that inform all instructional decisions
- ◆ Implement evidence-based academic and behavioral approaches at all tiers of instruction to address new and unfinished learning
- ◆ Provide ongoing standards-based feedback and grades to students that represents the student's academic progress





FOCUS AREA 2 TECHNOLOGY FOR TEACHING AND LEARNING

We will improve academic outcomes for all students and increase student engagement and achievement by implementing the ESM student technology standards into innovative learning models across all content areas. Integrating technology for teaching and learning allows us to infuse classrooms with digital tools and expand our course offerings, experiences, and learning materials. Alignment of digital resources will allow for more consistent access and provide the ability to more effectively communicate with all stakeholders. Continued implementation of the SAMR model (substitution, augmentation, modification and redefinition, by Dr. Ruben Puentedura), along with integration of the technology competencies, will increase student engagement and motivation and accelerate learning.

GOAL

Improve academic outcomes for all students and increase student engagement and achievement by implementing the ESM student technology standards into innovative learning models across all content areas

PRIORITIES

- ◆ Standardize the technology platforms across the district.
- ◆ Ensure digital equity and access to resources for all stakeholders
- ◆ Embed technology competencies into all subject areas

ACTION STEPS

- ◆ Evaluate and align technology learning platforms that are consistent, effective and reliable
- ◆ Support the implementation of ParentSquare
- ◆ Develop and share on-demand professional learning tutorials for staff
- ◆ Provide digital resources to all students and families
- ◆ Embed keyboarding and basic computer skills, with a focus on integration of SAMR and technology competencies at all grades

FOCUS AREA 3

COMMUNICATION AND COMMUNITY ENGAGEMENT

We will improve academic outcomes for all students and ensure student engagement and achievement by enhancing communication with families related to curriculum, learning and safety. Thoughtful, intentional communication with families is critically important so they may understand what their children are learning and be able to further support them. Regular family engagement and communication between home and schools improves student achievement and outcomes. Additionally, we will seek out and enhance partnerships with community members, businesses and organizations. These ongoing partnerships strengthen student learning and offer opportunities for real world experiences.

GOAL

We will improve academic outcomes and social-emotional development for all students by increasing the opportunities for family and community involvement, with a more intentional focus on inclusivity of all families.

PRIORITIES

- ◆ Implement ParentSquare
- ◆ Increase communication about how to support students at home (both academics and socially and emotionally)
- ◆ Strengthen participation and engagement of families from diverse backgrounds

ACTION STEPS

- ◆ Implement and train all stakeholders on the use of ParentSquare, through coordinated messaging PK-12
- ◆ Improve family resources available on the website, including those to support social emotional learning
- ◆ Identify additional stakeholders from diverse groups to provide opportunities for voice and to share perspectives



FOCUS AREA 4

EMPLOYEE ENGAGEMENT AND PROFESSIONAL LEARNING

We will improve academic outcomes through Professional learning for all staff. Through continued professional learning and opportunities for staff to learn from one another, teachers and staff grow in their practices. All instructional staff participate in research-based professional development, aligned with our Strategic Plan priorities and receive support to effectively implement these practices. This prioritized professional learning increases our collective capacity, content knowledge and our effective use of current instructional strategies to meet the learning needs of all students. In addition, we will build the capacity of our academic system by ensuring all non-instructional staff participate in professional development to continually improve our practices that support our learning system for our students.

GOAL

We will seek to diversify our workforce, while providing relevant professional learning to all stakeholders related to all focus areas.

PRIORITIES

- ◆ Staff Hiring, Recruiting and Retention
- ◆ Equitable opportunities for professional learning available for all staff, including
 - Professional learning communities
 - Multi-tiered system of supports
 - Culturally Responsive Pedagogy and Practices

ACTION STEPS

- ◆ Recruit to diversify workforce in all areas and levels
- ◆ Develop Employee Engagement and Accountability website for staff
- ◆ Build staff morale through ongoing activities
- ◆ Align professional learning to the Strategic Plan



FOCUS AREA 5

LEARNING ENVIRONMENT SYSTEMS AND STRUCTURES

We will improve academic outcomes through the integration of all learning environment systems, structures, components and processes in a fiscally sound district. The systems and processes that support our learning environment must be coherent, efficient, and aligned to our vision, mission and beliefs. As we continue with Our Elementary Objective capital project, Woodland and Fremont school communities will move back into newly-renovated, state-of-the-art school buildings while construction is ongoing at Minoa, Park Hill and East Syracuse Elementary.

GOAL

Improve academic outcomes of all students and ensure student engagement and achievement by providing a safe, welcoming Pre K-5 environment that helps students and families feel safe, valued, and included during our continued Elementary Objective.

PRIORITIES

- ◆ Create and implement a vision for optimal indoor and outdoor learning spaces to be integrated into the design plan

ACTION STEPS

- ◆ Coordination of next phase of Elementary Objective
- ◆ Continue relocation meetings as needed
- ◆ Develop operational plans for arrival/dismissal, safety plans, etc.
- ◆ Communicate progress with stakeholders
- ◆ Establish plans for safe and welcoming environments for learning at all levels
- ◆ Finalize selections for Phase II buildings and review outdoor learning spaces



OUR LEADERSHIP

Board of Education

Mrs. Debbie Kolod - President
Mr. D. Paul Waltz - Vice President
Mrs. Lori Aird
Mr. John Albanese
Mrs. Susan Cain
Mrs. Tracy Callahan
Mrs. Leah Cushing
Mrs. Kay Gallery
Mrs. Dee Seaman

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N. Shane Hacker, Executive Director of Curriculum, Learning and Assessment
Kieran O'Connor, Executive Director of Planning, Development and Technology
Katherine Skahen, Executive Director of School Business Administration
Douglas Mohorter, Executive Director of Employee Engagement and Accountability

Strategic Action Leadership Team

Christa Andrus	Sue Kowalski
Greg Avellino	Shelly LaMarche
Marshall Bailey	Catherine Martin
Amy Brennan	Denise McGinley
Pam Buddendeck	Kevin Michaud
Beth Crump	Douglas Mohorter
Kelsey DeLany	Alyssa Moskowitz
Tom Decker	Shadia Nesheiwat
Christy Fahey	Kieran O'Connor
Gary Gerst	Leslie Pcolinsky
Gina Terzini	Ron Perry
Gina Gabriel	Amy Shields
Michele Gipe	Erin Simmons
Kim Goode	Katherine Skahen
N. Shane Hacker	Tom Sweeney
Pam Herrington	Cheryl West
Justine Hill	Ashleigh Wilson
Paul Holzwarth	Jamie Zimmer
Sarah Kelley	



407 Fremont Road, East Syracuse, NY 13057
esmschools.org



STRATEGIC PLAN

2018-2023

Priorities 2018-2019

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- ◆ High expectations and challenging curriculum lead to greater achievement.
- ◆ Effort and perseverance are essential to achieve one's personal best.
- ◆ Positive relationships are fundamental to success and growth.
- ◆ Collaboration within and among school, families and community partners is essential to meet the needs of each student.
- ◆ Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth.
- ◆ Education prepares students to become productive and responsible citizens who contribute to their communities.
- ◆ Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.

OUR FRAMEWORK FOR SUCCESS: TURNING GOOD INTENTIONS INTO STRONG RESULTS

Our ESM Strategic Plan is our framework for success. Success does not happen by chance. Consistent focus on a number of critical factors builds a common vision and sustains trust and commitment with our community, including the deep implementation of Stephen R. Covey's 7 Habits of Highly Effective People (Covey, 2004) and The 8th Habit (Covey, 2005). These habits provide structure for putting our beliefs into actions.

Habit 1: Be Proactive

- ◆ Involving our students, staff and community in the planning, implementation and monitoring of our priorities in the ESM Strategic Plan
- ◆ Staying focused on our "Circle of Influence," which are those things that we can influence
- ◆ Modeling and teaching positive behavior

Habit 2: Begin with the End in Mind

- ◆ Having an unrelenting focus on what is best for our students - now and in their future
- ◆ Consistently communicating, building and maintaining our ESM vision, mission and beliefs
- ◆ Continually reflecting on and evaluating existing programs, our team and individual actions, and next steps for improvement based upon our ESM vision, mission, beliefs, and priorities within the ESM Strategic Plan

Habit 3: Put First Things First

- ◆ Aligning school and department improvement plans and personal growth plans to the ESM Strategic Plan
- ◆ Aligning all of our decisions and actions with our mission, vision and beliefs
- ◆ Aligning the budget to the ESM Strategic Plan
- ◆ Intentional focus on learning, creative thinking and relationship building

Habit 4: Think Win-Win

- ◆ Seeking mutually beneficial relationships by valuing and respecting others' ideas
- ◆ Approaching all partnerships with students, parents, families, staff and our community with mutual respect to meet common goals

Habit 5: Seek First to Understand, then to be Understood

- ◆ Communicating with each other to align decisions and actions with mission, vision and beliefs
- ◆ Developing and sustaining collaborative partnerships with families and community-based partners
- ◆ Expanding and strengthening collaborative partnerships with higher education institutions and employers to extend learning opportunities for our students and build capacity for our employees

Habit 6: Synergize

- ◆ Through combining strengths of our students, staff and community, positive teamwork and collaboration, greater results are achieved than we could have achieved independently
- ◆ Deep and consistent implementation of Professional Learning Communities helps us achieve more than any of us can do individually.

Habit 7: Sharpen the Saw

- ◆ Celebrating our successes, balancing and renewing our resources, and focusing on service

Habit 8: Find your Voice and Inspire Others to Find Theirs

- ◆ Emphasizing students' voices, aspirations, and ideas in continually shaping our ESM Strategic Plan and guiding reflections
- ◆ Empowering parents/caregivers and family members to embrace partnership and continuous learning as a priority





OUR STUDENTS, OUR SCHOOLS

We support the importance of early childhood education with a pre-kindergarten program serving ages 1-4 at Park Hill School and a full-day kindergarten program in each of our four elementary schools: East Syracuse Elementary, Fremont Elementary, Minoa Elementary and Woodland Elementary. Our elementary schools include students in kindergarten through grade five. A strong foundation for our students is provided through the emphasis on inquiry-based academic learning, leadership development, engineering design process, curriculum that is enhanced through visual and performing arts, and community service.

Pine Grove Middle School is a collaborative learning community with a focus on transforming educational engagement and delivery. A focus on content literacy, the integration of STEM/STEAM principles in trans-disciplinary, project-based learning, and leadership development are integral components of Pine Grove's youth development.

At ESM Central High School we are proud to provide all students a comprehensive education that focuses on experiential learning, including career pathways, certified Career and Technical Education programs, a student-led credit union, courses for college credit, research and capstone courses. Students have the opportunity through Spartan Academy to obtain an associate of science degree in a STEM field from Onondaga Community College while simultaneously receiving a Regents diploma.

We collaborate with numerous business and community partners to provide extended learning experiences in order to meet the diverse learning needs of our students.

We are a school district that honors diversity in our students and families, acknowledging that our students reflect the dynamic, global world for which we are preparing them. We serve approximately 3,500 students from pre-kindergarten through graduation.

OUR COMMUNITY

We are a suburban school district in Onondaga County, minutes from the downtown amenities in the City of Syracuse. Our district includes 72 square miles and is a blend of urban, suburban and rural with a wide range of socio-economic groups. Our community is also a thriving business and residential community. We are part of a region that boasts of more than 44 universities and colleges offering professional and cultural opportunities, including Syracuse University, SUNY Environmental Science and Forestry, Le Moyne College and Onondaga Community College. Recreation opportunities abound with state parks and historic sites that include glacially carved lakes, lush forested valleys, waterfalls, segments of the Erie Canal, 19th century estates and more.

A strong, supportive business presence with Bristol Myers-Squibb, CORE Federal Credit Union, King & King Architects, Siemens and others provides numerous career opportunities, as well as opportunities for partnerships to maximize student learning. There are many opportunities for cultural experiences at the nationally renowned Everson Museum of Art, the Museum of Science and Technology (MOST) with its IMAX theater, the historic Landmark Theatre, the Lakeview Amphitheater, and others. There are many family-friendly events and activities to enjoy the seasons, including the Rosamond Gifford Zoo and the great New York State Fair, as well as nearby farmers' markets, apple picking, skiing, ice skating and numerous cultural festivals.

The Carrier Dome, home to Syracuse University athletics, is the only domed stadium in the Northeast featuring the nationally renowned college basketball team - the Syracuse Orange! The sports scene also includes the Minor League Baseball Triple-A Syracuse Chiefs and the American Hockey League Syracuse Crunch.

CHALLENGING, ENGAGING EDUCATIONAL OPPORTUNITIES

What makes ESM unique?

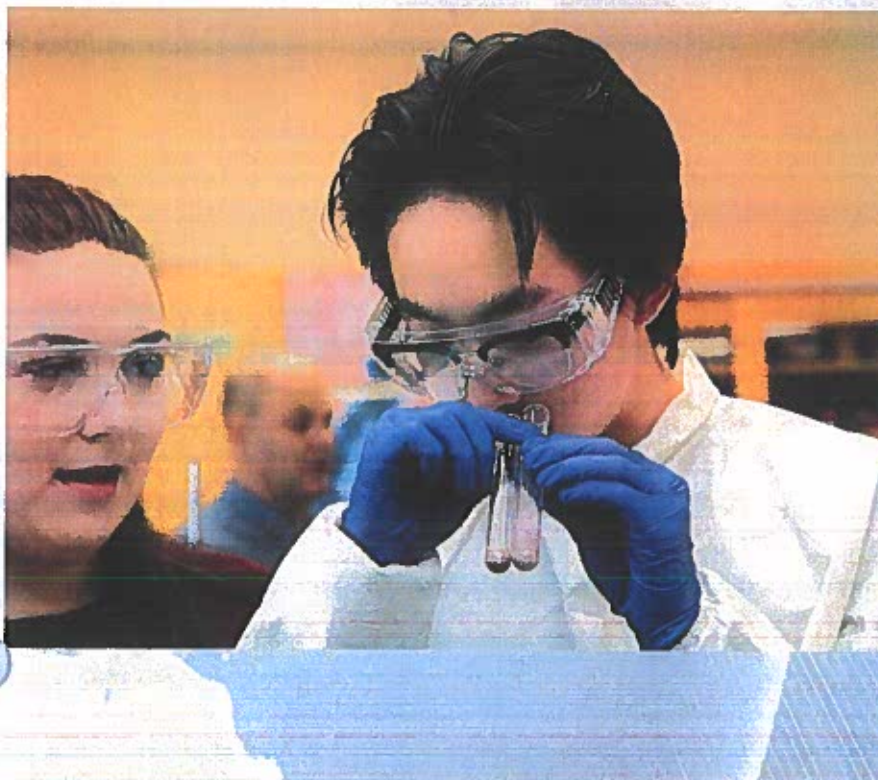
Some of our educational opportunities available today within ESM include the following:

Innovative, rigorous programs including an early college high school, Career Pathways, a broad range of academic programs, numerous Career and Technical Education/Technology programs on-site and in the community, a focus on STEM and STEAM, MakerSpaces, visual and performing arts at all levels, Project Lead the Way, 7 Habits for Highly Effective Teens and People and more;

Locally educated, globally prepared students through 1-to-1 instructional technology program; partnerships with business and community organizations for support in classroom, career exploration and internships; partnerships with higher education for college credit courses while in high school; variety of foreign language choices; courses and curricula that focus on building students' communication, creativity, critical thinking and problem solving abilities, as well as students' awareness and understanding of other cultures and diversity;

Well-rounded, supported students through services including preschool for ages 1 through 4, a full complement of organized sports and extracurricular activities including performing and visual arts, and academic and service clubs, district-wide transportation, leadership development, 7 Habits for Highly Effective Kids, Teens and Families, social emotional learning, and instructional support services;

Successful post-high school transitions, including developing college and career aspirations and readiness, support for students meeting rigorous expectations for all, career-focused classes, collaboration with higher education, work-based learning, and service learning.



THE PLANNING PROCESS

Between September 2017 and May 2018, ESM engaged in a community-wide strategic planning process to build on the two prior five-year plans and to shape our direction for 2018-2023.



Our Strategic Planning process exemplifies our beliefs: that our students' learning, dignity, confidence and resilience are our most important priority; and that it takes a collaborative community to accomplish this with our students.

The goals of this long-term planning process have been to:

- ◆ Engage our students, staff and community in purposeful dialogue about where we are, how our world is changing, and our next steps to help our students be prepared to excel in their future
- ◆ Align our school system and our community in a unified direction
- ◆ Help all staff members understand that their work is essential to meeting our District vision for all of our students
- ◆ Identify specific measures of how success is measured at ESM
- ◆ Identify specific strategies and actions to reach our goals
- ◆ Communicate this important work to our community

To achieve our goals, this planning process involved a series of Community Cafes with ESM's diverse stakeholders, including more than 300 students in grades 3-12, teachers, leaders, parents/guardians, alumni, community partners and Board members. In order to reach as many stakeholders as possible, a series of surveys were sent to various groups.

More than 325 parents in our community responded to our parent survey; approximately 200 teachers, teaching assistants and administrators responded to our instructional staff survey, and more than 60 non-instructional staff, including clerical, bus drivers, custodians and others responded to our non-instructional staff survey.

In addition, over 70 of our business and community partners provided feedback in our School to College and Career Advisory Group. Student achievement data and instructional practices

were analyzed to determine current strengths and potential areas for next priorities. Throughout the process was a continual shared learning experience about global trends, professional needs, and best practices to meet the changing student and family needs in our community. Our reflections and planning emphasized building on our past with an unrelenting focus on continual improvement to better meet the needs of our students.

BUILDING ON OUR STRONG FOUNDATION

Our strategic plan is our district's commitment to our students. It is our commitment to achieve specific results on behalf of our students. It intentionally recognizes and builds on our past accomplishments, while continually looking to the future to achieve our vision of being "an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected changing world". Our priorities and actions are identified by our community through significant shared decision-making.

Our community originally came together in 2007-2008 to collaboratively create our 2008-2013 Strategic Plan. **The first Strategic Plan for 2008-2013 established a clear vision for our staff, students and community and set a strong foundation for learning.** It established a culture where we collaboratively study and learn from experts and each other, with a willingness to take risks to innovate to better meet the needs of our students. We adopted and implemented a consistent framework for our instruction with the Thoughtful Classroom Teacher Effectiveness Framework and a consistent framework for our leadership with the Thoughtful Classroom Principal Effectiveness Framework.

Our 2018-2023 Strategic Plan emphasizes the consistent focus and deep implementation of our ESM mission, vision and beliefs. Through continual focus on developing our dispositions and skills within our staff and our students, we continually strive toward our mission, vision and beliefs being a reality for all at ESM.

It launched us on a professional journey of transformational change that focused our thinking and efforts, and set us on a course with an exponential increase in student and staff successes.

Our second Strategic Plan, 2013-2018, created many innovative learning models and programs. We developed a deeper focus on inquiry-based and trans-disciplinary learning

through authentic problem-solving learning experiences. Our schools developed innovative STEM (science, technology, engineering and math) curricula and programs for PK-12. We infused technology to create learning opportunities for our students that wouldn't be possible without this technology integration. We continued developing strong innovative partnerships with our community, locally and nationally. We created and implemented Career Pathways and increased the college-level courses available to our high school students. We launched our Spartan Academy, which allows our high school students to obtain 24-60 college credits while striving for an Associate's Degree in a STEM area at the same time they receive their Regents high school diploma.

All of our CTE (career and technical education) programs received New York State certification. We rebuilt our middle school into an innovative award-winning learning space to match our learning model for grades 6-8. We celebrated numerous recognitions of our students, staff and district and shared our innovations with educators from our region, state, country and world. The synergy of our students, staff and community continue to open new opportunities for learning for our students.

Our third Strategic Plan 2018-2023, focuses on coherence and alignment, while looking to the future of continued academic achievement in a global rapidly changing world, while consistently focusing on developing the whole child to prepare all students for lifelong success.



HOW WE MEASURE OUR RESULTS

We continue our commitment to develop innovative learning models that emphasize high academic rigor and application through project-based, “problem-based,” or “challenge-based” learning. This kind of learning requires students to apply their thinking and knowledge to solve problems, in many cases, problems they have never encountered previously. It also requires a high level of collaboration, communication and interpersonal skills.

This rigorous application of thinking skills and knowledge to new situations and problems requires innovative measures for student learning other than the traditional, paper-pencil tests and standardized accountability measures. While we recognize the need to comply with traditional measures, we continue our commitment to researching performance-based models and have collaborated with partners of the national STEM Learning Ecosystems in the development of assessment tools and strategies that shapes our instruction and provides feedback to our students. We support measuring student learning in multiple ways aligned with our mission, vision and beliefs. We also support measuring our progress and results of our Strategic Plan in multiple, innovative measures. The partial list below is evidence of our continual progress.

We are pleased to share a sampling of our many achievements, honors and recognitions:

- ◆ Graduation rate increased to 92% in 2017
- ◆ Advanced Regents diplomas increased to 47% in 2017
- ◆ One of 447 districts in the U.S. and Canada on the AP (Advanced Placement) District Honor roll 2017
- ◆ Approximately 31% of students taking college level courses in high school
- ◆ Significant number of students recognized as student leaders by regional, state and national leaders and organizations
- ◆ Recognized at White House as one of first 27 STEM Learning Ecosystems in the country
- ◆ Designated as Best Community for Music Education for 5th year in a row, among 583 districts nationally
- ◆ Marching Band crowned New York State champions 2017, two times in the previous three years
- ◆ Large number of scholar athletes celebrated annually
- ◆ Numerous teachers recognized as New York State Master teachers in STEM
- ◆ Many teachers recognized as teacher of the year by regional, state and national organizations
- ◆ National Scholastic art award winners and numerous CNY Scholastic Art award winners
- ◆ SkillsUSA award winners in Career and Technical Education
- ◆ Recipient of Titanium Safety Excellence award by Utica National for 9th year
- ◆ School budget passing rate of 80%+ annually by community

To chart our progress, we have identified key measures for each of our priority areas in our 2018-2023 Strategic Plan. These indicators are our measures of progress toward meeting our desired outcomes.

DISPOSITIONS AND SKILLS FOR A SUCCESSFUL PRESENT AND FUTURE

At ESM, we recognize the critically important connection of building the internal thinking habits of our students and staff with skill development that empowers all for success today and tomorrow.

Dispositions are our attributes or voluntary habits of thinking, which are reflected in our actions. Our positive dispositions yield strong internal motivation. While education typically focuses on building our students’ knowledge, research reflects the power of teaching and reinforcing students’ positive dispositions, which then align with students’ skills and consequently their actions and choices. The research and work of Art Costa and Bena Kallick in Habits of Mind explains that these habits of thinking help us know how to behave intelligently when we don’t know the answer.

Identifying dispositions as critically important for our students comes from our long-term alignment with Stephen Covey’s Habits of Highly Effective People. Stephen Covey’s work connects our dispositions with the way we see our world, which

then impacts what we do, which in turn shapes our results.

We focus on building the positive dispositions of our students and staff through multiple practices at ESM, including the teaching of 7 Habits of Happy Kids, the 7 Habits of Highly Effective Teens, and the 7 Habits of Highly Effective People. Our curriculum at ESM includes targeted Habits of Mind in our instructional units that are framed with the Thoughtful Classroom instructional framework. Our instructional and leadership staff all use Harvey Silver’s Thoughtful Classroom framework and resources. Through the Positivity Project, Responsive Classroom, PBIS, and Richard and Becky DuFour’s Professional Learning Communities, we prioritize our teaching, reinforcing and celebrating of positive dispositions in our students and staff.

Dispositions

The internal motivation to:

Be open-minded and flexible in thinking
Listen with understanding and empathy
Desire continual learning; Persist and persevere
Manage choices and impulsivity
Understand and manage personal relationships
Think about thinking

Be brave and take responsible risks
Think interdependently with clear communication
Create, innovate, imagine
Be curious and question; Find humor
Be grateful and respond with wonderment and appreciation
Desire integrity and honesty

Skills for success in school and careers are viewed as essential for our students and staff to be successful in this rapidly changing world. The skills our students need for their futures is changing as our world experiences rapid change with advanced robotics, artificial intelligence, biotechnology and more. High paying jobs used to be based on a person's level of knowledge, but leaders such as the World Economic Forum, the International Center for Leadership in Education, and numerous employer groups have revised this trend based on world changes. These groups currently identify the top skills needed by our students as the following:

- ◆ Complex problem solving skills: acquires and analyzes necessary critical information with accuracy, translates into manageable tasks, works with others to apply to new situations
- ◆ Critical thinking: use logic and variety of reasoning strategies
- ◆ Creativity: creating original thoughts
- ◆ People Leadership and Management: inspire and motivate others toward common vision, develop skills of others, self-management
- ◆ Coordinating with others: collaborate, adjust in relation to others and be sensitive to needs of others
- ◆ Emotional Intelligence: being aware of others' reactions and needs; and aware of consequences of personal choices on others
- ◆ Judgment and Decision Making: Use data to make intelligence decisions; knowing how to get acceptance and commitment from others; provide feedback and recommendations to others
- ◆ Service Orientation: responsible citizen, actively seeking ways to help others, our community and our world
- ◆ Negotiation: resolving differences between you and others without argument
- ◆ Cognitive flexibility: involves thinking flexibly, logically and with sensitivity to adapt how you communicate based on who you're talking to or your audience



*Sow a thought, reap an action;
Sow an action, reap a habit;
Sow a habit, reap a character;
Sow a character, reap a destiny.*

-Samuel Smiles

A STRONG STRUCTURE TO REACH OUR GOALS

As a result of our extensive community work and strategic planning process, five areas emerged as priorities for 2018-2023:



Teaching and Learning

We will improve academic outcomes for all students and ensure student engagement and achievement by strengthening our documented curriculum, instructional strategies, assessment and grading practices in the district. Our goal is to ensure all students reach our ESM vision through instruction shaped by our guaranteed and viable curriculum that is vertically and horizontally aligned. This enables teachers to provide consistent rigorous learning goals for all students and enables students to set, monitor and reflect on personal learning goals aligned with priorities. We strive to improve our system so all instructional staff implement highly effective teaching practices to maximize student learning, the learning of our students is measured in multiple ways, and students are provided meaningful feedback to improve their dispositions, skills and content knowledge. Our guiding questions are based on DuFour's Professional Learning Communities framework, which is deeply embedded at ESM:

► Priority areas:

What should all students know and do as a result of this course?

Curriculum development, articulation, documentation, reflection and planning aligned with current learning standards and ESM dispositions and skills

What are the most effective instructional strategies and structures to support all students to reach these learning outcomes? How will we respond if students have already achieved these learning outcomes? How will we respond if they haven't learned the priorities in this course?

Continued deep implementation of Thoughtful Classroom Framework as our instructional framework, with a focus on the Core Six instructional strategies (Silver, Dewing, Perini, 2012); and the Thoughtful Classroom Framework as our leadership framework;

Instruction to meet various student needs, including students with disabilities, students learning English, students needing extensions in their learning, students from poverty and students needing social emotional supports;

Expand implementation of Multi-tiered System of Support;

How will we know they have learned the priorities in this course?

Formative Assessment, Targeted Feedback, Grading

Technology for Teaching and Learning

We will improve academic outcomes for all students and increase student engagement and achievement by implementing the ESM student technology standards into innovative learning models. Integrating technology for teaching and learning allows us to infuse classrooms with digital learning tools, such as computers and hand held devices; expands our course offerings, experiences, and learning materials and supports learning 24 hours a day, 7 days a week. Through using the SAMR model (substitution, augmentation, modification and redefinition, by Dr. Ruben Puentedura), instruction is designed to increase student engagement and motivation and accelerate learning. Teaching is transformed in a new model of connected teaching in ways that can only be achieved through integrating technology.

► **Priority areas:**

How will we integrate technology to transform teaching and learning?

Technology learning standards for students

Communication and Community Engagement

We will improve academic outcomes for all students and ensure student engagement and achievement by enhancing communication with families related to curriculum, learning and safety through the use of common platforms to provide increased opportunities for engaging with their child's education as partners in learning. Additionally, we will seek out new partnerships and enhance current partnerships with community members, businesses and organizations to enhance student learning. Thoughtful, intentional communication with families is critically important for families to understand what their children are learning in order to increase communication with their child and support student learning. Family engagement in schools improves student achievement and outcomes. Parents who can support their children's learning result in higher achievement.

► **Priority areas:**

How will we engage our families and community as partners in learning to increase student learning?

Parent/Guardian Communication of learning, student goal setting and progress

Partnerships for Learning with families, higher education, local and national business and organizations

continued...



A STRONG STRUCTURE TO REACH OUR GOALS

As a result of our extensive community work and strategic planning process, five areas emerged as priorities for 2018-2023:

Employee Engagement and Professional Development

We will improve academic outcomes for all students and ensure student engagement and achievement by ensuring all instructional staff participate in research-based professional development aligned with our Strategic Plan priorities and receive support to effectively implement these practices. This prioritizes professional development to increase our content knowledge and our effective use of current instructional strategies to meet the learning needs of all students. In addition, we will improve our academic system by ensuring all non-instructional staff participate in professional development to continually improve our practices that support our learning system for our students.

▶ Priority areas:

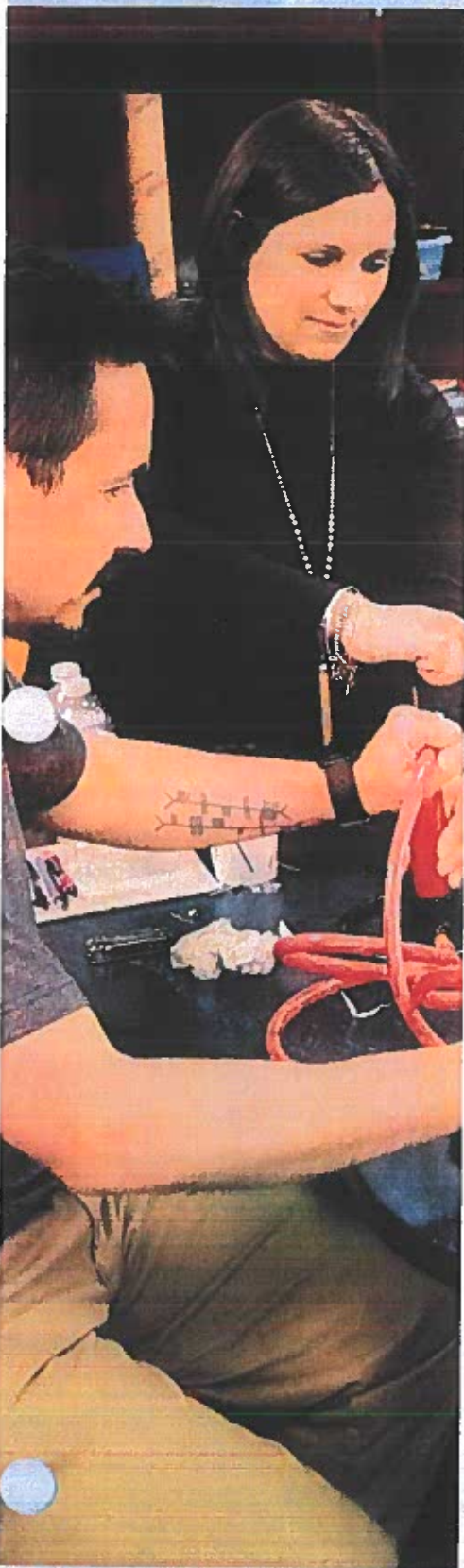
How will we provide professional development aligned with standards to all employees to continually improve our practices?

Professional development standards addressed in all professional learning opportunities

Professional learning for instructional staff, including employee communication

Professional learning for non-instructional staff, including employee communication

Recruitment, hiring and retention of instructional and non-instructional staff



Learning Environment Systems and Structures

We will improve academic outcomes for all students and ensure student engagement and achievement by providing a safe, welcoming environment that helps our students and families feel safe, valued and included in a fiscally sound district with efficient systems. Our systems and processes that support our learning environment must be coherent and aligned to our vision, mission and beliefs. Our aim is to integrate all components and processes within our district so that those engaged anywhere in the system experience an alignment of vision, communication and practice to meet our expectations for student learning.

► Priority areas:

How will we enhance our systems and structures to support student learning?

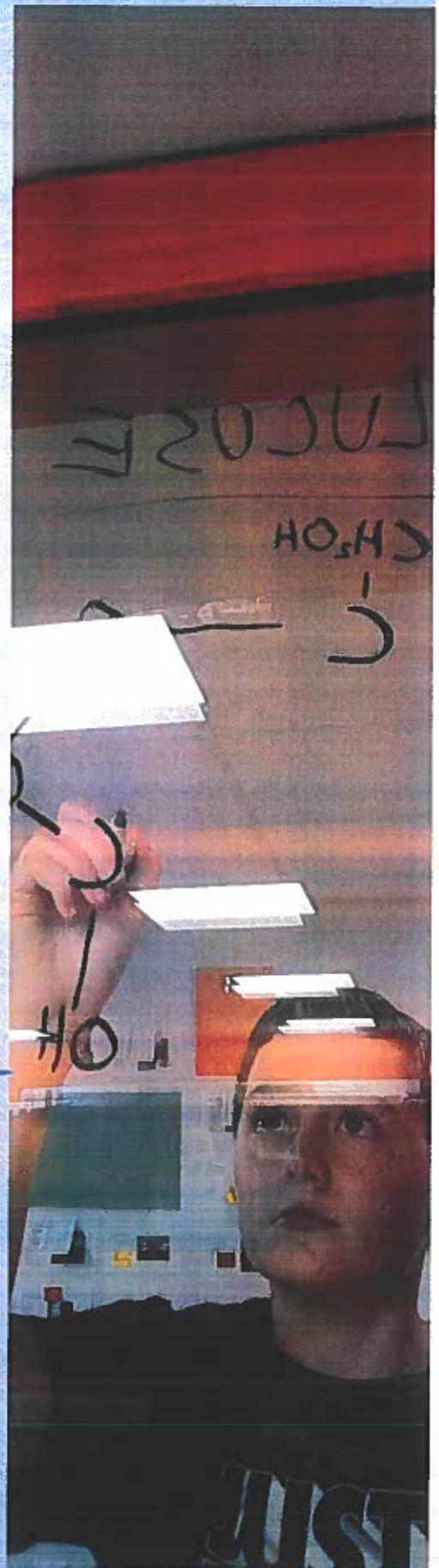
Non-instructional departments in Strategic Plan

District-wide customer-service model

Building maintenance and renewal, including Elementary Objective

Technology infrastructure and replacement

Integrate Plan-Do-Study-Act Cycles Into Non-Instructional Departments



OUR ANNUAL PROCESS FOR CONTINUAL IMPROVEMENT



Month	Activities
July	<p>Leadership Institute of Administrative staff;</p> <p>Following Leadership Institute, School Improvement Teams complete summary of key actions taken in accomplishment of previous school year's goals and develop School Improvement Plan PDSAs aligned with Strategic Plan priorities for upcoming school year</p>
August	<p>District Strategic Action Leadership Team analyzes progress and alignment of School Improvement Plan PDSAs;</p> <p>Schedule of each building's School Improvement Plan presentation to the Board of Education will be completed and communicated; all presentations will demonstrate implementation of Strategic Plan priorities</p>
September	<p>School Improvement Teams present School Improvement Plans to building staff;</p> <p>PDSA cycles continue</p>
October	<p>1st PDSA cycle for buildings and district end by second Friday of October, including School Improvement Teams reflection on 1st PDSA cycle and creation of 90 day action plan for 2nd cycle; begin implementation of 2nd PDSA cycle</p>
November	<p>PDSA cycles continue; "Big Picture" Leadership team analyzes current performance</p>
December	<p>PDSA cycles continue</p>
January	<p>2nd PDSA cycle for buildings and district end second Friday of January, including School Improvement Teams reflection on 2nd PDSA cycle and creation of 90 day action plan for 3rd cycle; begin implementation of 3rd PDSA cycle</p>
February	<p>PDSA cycles continue, "Big Picture" Leadership team analyze current performance</p>
March	<p>PDSA cycles continue</p>
April	<p>3rd PDSA cycle for buildings and district ends second Friday of April, including School Improvement Teams reflection on 3rd PDSA cycle and creation of 90 day action plan for 4th cycle; begin implementation of 4th PDSA cycles;</p> <p>Administer parent and staff surveys to measure progress</p>
May	<p>All day retreat for Strategic Action Leadership Team to analyze annual progress, establish highlights to share, plan for subsequent year; PDSA cycles continue</p>
June	<p>Strategic Plan Update with Board of Education, including reflection on current year's progress and highlights of following year's next steps; 6/30 end of 4th PDSA cycle for buildings and district</p>

STRATEGIC ACTION LEADERSHIP TEAM

Dr. Donna DeSiato
 Kathy Southwell
 Kieran O'Connor
 Michele Gipe
 Randi Ludwig
 Cheryl West
 Meghan Thomas
 Christa Andrus
 Greg Avellino
 Naomi Trivison
 Jenn Kirchoff
 Adam Shatraw
 Doug Mohorter
 Ashleigh Wilson
 Kristin Enright
 Theresa Hunter
 Ron Perry
 Beth Crump
 Alyssa Moskowitz
 Shane Hacker
 Amy Fiedler-Horack
 Kelly Recore
 Nadia Nesheiwat
 Becky Uryniak
 Gina Terzini
 Christy Fahey
 Pam Buddendeck

Superintendent
 Executive Director of Curriculum, Learning and Assessment
 Executive Director of Planning, Development and Technology
 Director of Teaching and Learning
 Coordinator for College and Career Readiness
 Coordinator for Youth Development
 Coordinator for Special Education Services
 Instructional Specialist for Math and STEM
 Executive Principal, Central High School
 Assistant Principal, Central High School
 Teacher, Central High School
 Teacher, Central High School
 Principal, Pine Grove Middle School
 Assistant Principal, Pine Grove Middle School
 Assistant Principal, Pine Grove Middle School
 Teacher, Pine Grove Middle School
 Principal, East Syracuse Elementary School
 Teacher, East Syracuse Elementary School
 Teacher, East Syracuse Elementary School
 Principal, Fremont Elementary School
 Principal, Minoa Elementary School
 Teacher, Minoa Elementary School
 Teacher, Minoa Elementary School
 Teacher, Minoa and East Syracuse Elementary School
 Principal, Woodland Elementary School
 Teacher, Woodland Elementary School
 Principal, Park Hill Preschool

*As well as many other students and staff that support
 the success of our ESM community*



OUR LEADERSHIP

Board of Education

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Mr. D. Paul Waltz - Vice President
Mrs. Lori Aird
Mrs. Susan Cain
Mrs. Leah Cushing
Mrs. Kay Gallery
Mrs. Dee Seaman
Ms. Amalia Skandalis
Mrs. Nadine Zesky

Executive Cabinet

Dr. Donna J. DeSiato, Superintendent
Dr. Thomas B. Nevelidine, Deputy Superintendent
Kathryn Southwell, Executive Director of Curriculum, Learning and Assessment
Rebecca Streib, Executive Director of Employee Engagement and Accountability
Kieran O'Connor, Executive Director of Planning, Development and Technology
Sheila Kresse, Executive Director of School Business Administration



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Approved by ESM Board of Education on June 26, 2018